

## UBD Title or Topic

Subject/Course: Dietetics and Nutrition

Grade (s): 9-12 Designer (s) Joline Dunbar, Suzy Ries, Mary Remund

### Stage 1: Desired Results

Core Standard(s):

**DN 2.2 Evaluate dietary guidelines to meet the health and nutritional needs of individuals with special requirements.**

Understandings: Students will understand that....  
following dietary guidelines can lead to improved health.

Essential Question(s):

- What are examples of special dietary needs?
- How do the dietary guidelines help meet nutritional needs of individuals with special requirements?

Students will know....  
examples of special dietary concerns.  
dietary guidelines.

Student will be able to .....  
list special dietary concerns.  
use the dietary guidelines to recognize healthy diets.  
evaluate diet plans for special dietary needs.

### Stage 2: Assessment Evidence

What evidence will show that students understand?

Performance Task	x	Project	Quizzes
x Tests	x	Informal Observations	Discussions
Interviews	x	Self-Assessment	Other
			*research paper

### Stage 3: Learning Plan

Motivation – Introduce and Explain

How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and perform tasks?

\*Activity – To introduce the unit we will give students a treat at the beginning of class. This should include foods that not all people can have. For a few selected students, hold back the ‘treat’. (Example: no peanut no M &M’s, no sugar, etc.) When the students notice they don’t get the same snack you can start a discussion on who may not get certain foods. (Ex. peanut allergies, diabetics, red dye, etc.)

\*Activity – have students pair-share on any dietary concerns that they may be familiar with in their lives. Have them share these with the class.

Model (Teacher presentation):

What instruction is needed to *equip* students for final performance?

[PowerPoint presentation](#) and lecture on dietary guidelines

Guided and Independent Practice (Student Engagement):

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

[Exploring Special Dietary Needs Activity](#): During this activity students will explore different food related disorders and illnesses and discover the wide variety of health issues that are connected nutrition choices.

[Special Dietary Concern Research and Report](#)

[Rubric for research and report project](#)

Students will individually research a special dietary related concern and report on it to the class.

<http://www.health.gov/dietaryguidelines/dga2005/document/pdf/DGA2005.pdf> - student resource for dietary guidelines

Reflection/Assessment:

1. Motivational activity
2. Pair Share
3. PowerPoint and discussion on dietary guidelines
4. Exploring Special Dietary Needs activity
5. Special Diet Research and Report
6. Reflection
7. Topic/report presentation to class
8. Test